

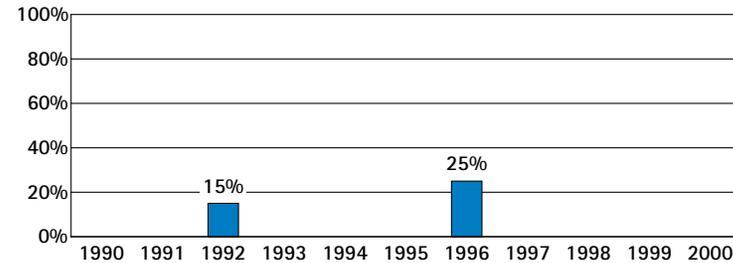
## 1. Improvement Over Time

Have Texas' 4th graders improved in mathematics achievement?

Yes. The percentage of Texas' public school 4th graders who met the Goals Panel's performance standard in mathematics increased from 15% in 1992, to 25% in 1996.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 4th graders at or above Proficient on the NAEP mathematics assessment



Mathematics performance will be tested again in 2000.

## 2. State Comparisons<sup>†</sup>

How did Texas compare with other states in 4th grade mathematics achievement in public schools in 1996?

### 20 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:

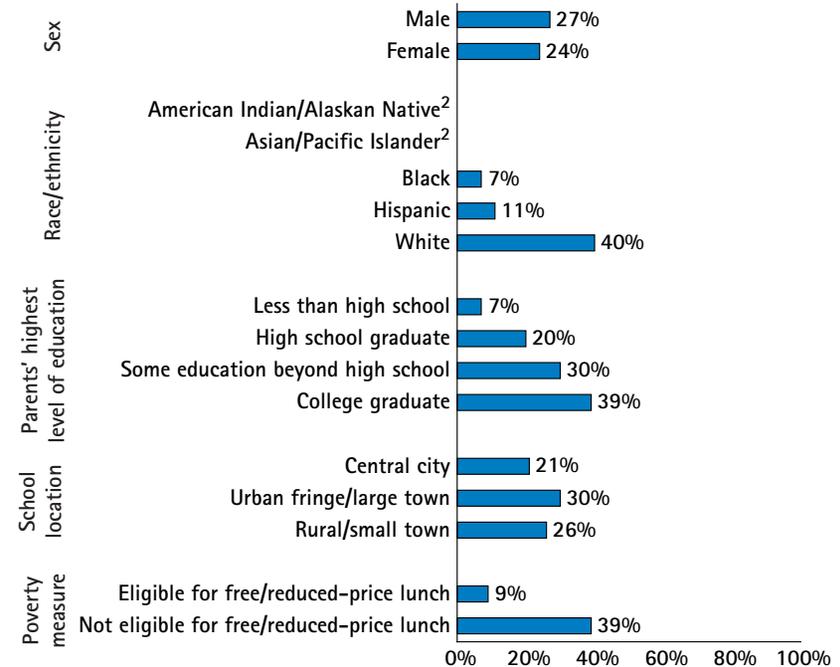
Connecticut	31%	Michigan, Utah, Vermont	23%
Minnesota	29%	Colorado, Iowa, Maryland, Montana	22%
Maine, Wisconsin	27%	<b>U.S.*</b> Alaska, North Carolina, Oregon,	<b>21%</b>
<b>Texas</b> , New Jersey	<b>25%</b>	Washington	
Indiana, Massachusetts, Nebraska, North Dakota	24%		

### 24 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:

Missouri, New York, Pennsylvania	20%	Arkansas, Georgia, New Mexico	13%
Virginia, West Virginia, Wyoming	19%	South Carolina	12%
Rhode Island, Tennessee	17%	Alabama, California	11%
Delaware, Hawaii, Kentucky	16%	Louisiana, Mississippi	8%
Arizona, Florida	15%	District of Columbia	5%
Nevada	14%	Guam	3%

## 3. Subgroup Performance

What percentages of public school 4th graders in different subgroups<sup>1</sup> in Texas were at or above Proficient on the 1996 NAEP mathematics assessment?



<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 3-4.

\* Figure shown for the U.S. includes both public and nonpublic school data.

<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

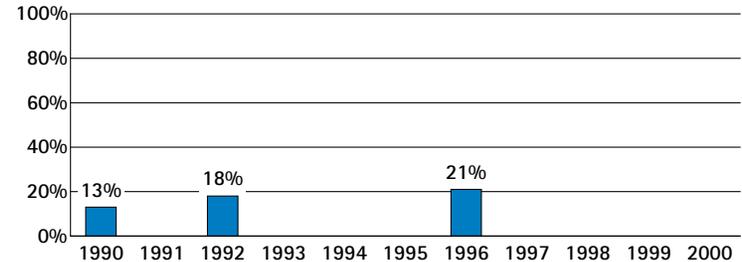
## 1. Improvement Over Time

Have Texas' 8th graders improved in mathematics achievement?

Yes. The percentage of Texas' public school 8th graders who met the Goals Panel's performance standard in mathematics increased from 13% in 1990, to 21% in 1996.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP mathematics assessment



Mathematics performance will be tested again in 2000.

## 2. State Comparisons<sup>†</sup>

How did Texas compare with other states in 8th grade mathematics achievement in public schools in 1996?

### 13 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:

Minnesota	34%	Alaska	30%
North Dakota	33%	Massachusetts, Michigan	28%
Montana, Wisconsin	32%	Vermont	27%
Connecticut, Iowa, Maine, Nebraska	31%	Washington <sup>2</sup>	26%

### 15 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:

Oregon <sup>2</sup>	26%	North Carolina, Rhode Island	20%
Colorado	25%	Delaware	19%
<b>U.S.,*</b> Indiana, Maryland, Utah	<b>24%</b>	Arizona	18%
Missouri, New York, Wyoming	22%	California, Florida	17%
<b>Texas, Virginia</b>	<b>21%</b>		

### 13 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:

Georgia, Hawaii, Kentucky	16%	Alabama	12%
Tennessee	15%	Louisiana, Mississippi	7%
New Mexico, South Carolina, West Virginia	14%	Guam	6%
Arkansas	13%	District of Columbia	5%

<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

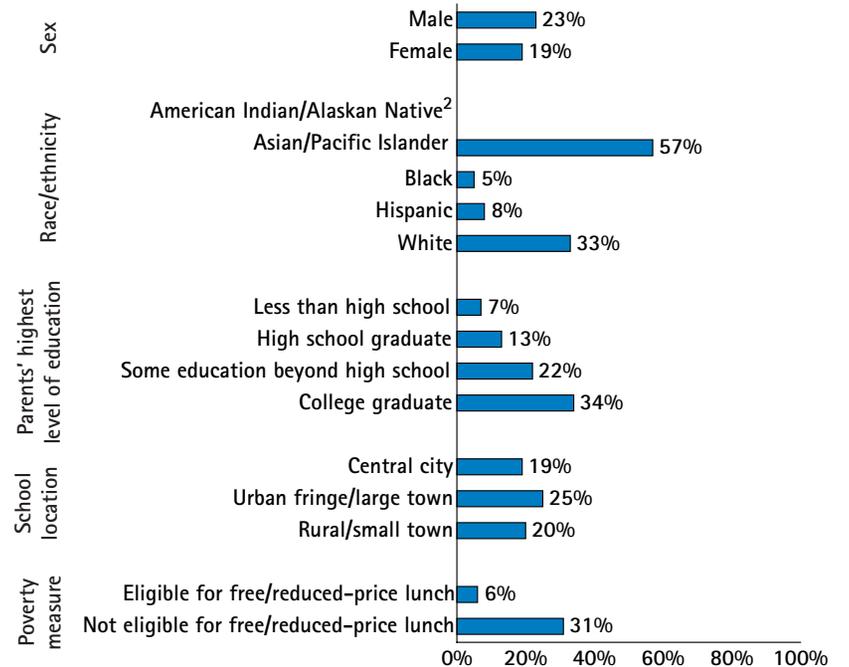
<sup>1</sup> See explanation on pp. 3-4.

<sup>2</sup> State may appear to be out of place; however, statistically, its placement is correct. See pp. 3-4.

\* Figure shown for the U.S. includes both public and nonpublic school data.

## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in Texas were at or above Proficient on the 1996 NAEP mathematics assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

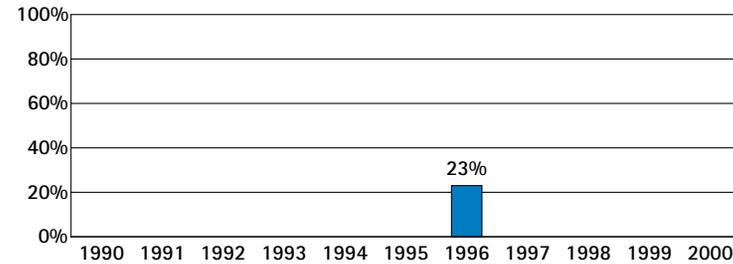
## 1. Improvement Over Time

Have Texas' 8th graders improved in science achievement?

In 1996, 23% of Texas' public school 8th graders met the Goals Panel's performance standard in science. The Goals Panel will report whether science performance has improved over time when science is assessed again in 2000.

The Goals Panel has set its performance standard at the two highest levels of achievement – Proficient or Advanced – on the National Assessment of Educational Progress, or NAEP.

Percentage of public school 8th graders at or above Proficient on the NAEP science assessment



Science performance will be tested again in 2000.

## 2. State Comparisons<sup>†</sup>

How did Texas compare with other states in 8th grade science achievement in public schools in 1996?

**18 states had significantly higher<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

Maine, Montana, North Dakota	41%	Colorado, Michigan, Oregon, Utah	32%
Wisconsin	39%	Alaska	31%
Massachusetts, Minnesota	37%	Indiana	30%
Connecticut, Iowa	36%	<b>U.S.*</b>	<b>29%</b>
Nebraska	35%	Missouri	28%
Vermont, Wyoming	34%		

**15 states had similar<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

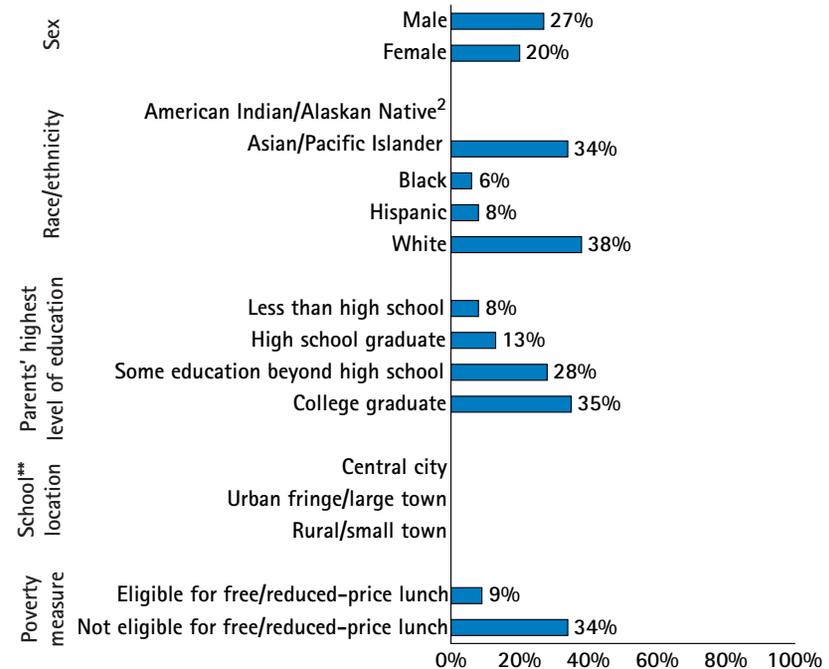
New York, Virginia, Washington	27%	Arkansas, Tennessee	22%
Rhode Island	26%	Delaware, Florida, Georgia,	21%
Maryland	25%	West Virginia	
North Carolina	24%	California	20%
<b>Texas, Arizona, Kentucky</b>	<b>23%</b>		

**8 states had significantly lower<sup>1</sup> percentages of students who were at or above Proficient on NAEP:**

New Mexico	19%	Louisiana	13%
Alabama	18%	Mississippi	12%
South Carolina	17%	Guam	7%
Hawaii	15%	District of Columbia	5%

## 3. Subgroup Performance

What percentages of public school 8th graders in different subgroups<sup>1</sup> in Texas were at or above Proficient on the 1996 NAEP science assessment?



<sup>1</sup> Interpret differences between subgroups with caution. See pp. 3-4 and Appendix D.

<sup>2</sup> Characteristics of the sample do not permit a reliable estimate.

\*\* No school location data for science in 1996.

<sup>†</sup> The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

<sup>1</sup> See explanation on pp. 3-4.

\* Figure shown for the U.S. includes both public and nonpublic school data.

## Mathematics Grade 8

Forty-one nations<sup>†</sup> participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade mathematics in 1995. If public school 8th graders in Texas participated in the TIMSS mathematics assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 19 nations<sup>†</sup> would be expected to perform significantly higher:<sup>1</sup>

(Australia)	Ireland
(Austria)	Japan
Belgium – Flemish <sup>2</sup>	Korea
(Belgium – French) <sup>2</sup>	(Netherlands)
(Bulgaria)	Russian Federation
Canada	Singapore
Czech Republic	Slovak Republic
France	(Slovenia)
Hong Kong	(Switzerland)
Hungary	

### 16 nations<sup>†</sup> would be expected to perform similarly:<sup>1</sup>

(Denmark)	Norway
(England)	(Romania)
(Germany)	(Scotland)
(Greece)	Spain
Iceland	Sweden
(Israel)	<b>Texas</b>
(Latvia – LSS) <sup>3</sup>	(Thailand)
(Lithuania)	<b>United States</b>
New Zealand	

### 6 nations<sup>†</sup> would be expected to perform significantly lower:<sup>1</sup>

(Colombia)	(Kuwait)
Cyprus	Portugal
Iran, Islamic Republic	(South Africa)

<sup>†</sup> The term "nation" is used to refer to nations, states, or jurisdictions. Performance for nations is based on public school data only. Nations not meeting international guidelines are shown in parentheses.

<sup>1</sup> See explanation on pp. 3–4.

<sup>2</sup> The Flemish and French educational systems in Belgium participated separately.

<sup>3</sup> Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.

## Science Grade 8

Forty-one nations<sup>†</sup> participated in the Third International Mathematics and Science Study (TIMSS) in 8th grade science in 1995. If public school 8th graders in Texas participated in the TIMSS science assessment, how would their average performance compare to that of students who took TIMSS in these nations?

### 10 nations<sup>†</sup> would be expected to perform significantly higher:<sup>1</sup>

(Austria)	Japan
(Bulgaria)	Korea
Czech Republic	(Netherlands)
(England)	Singapore
Hungary	(Slovenia)

### 20 nations<sup>†</sup> would be expected to perform similarly:<sup>1</sup>

(Australia)	Norway
Belgium – Flemish <sup>2</sup>	Russian Federation
Canada	(Scotland)
France	Slovak Republic
(Germany)	Spain
(Greece)	Sweden
Hong Kong	(Switzerland)
Iceland	<b>Texas</b>
Ireland	(Thailand)
(Israel)	<b>United States</b>
New Zealand	

### 11 nations<sup>†</sup> would be expected to perform significantly lower:<sup>1</sup>

(Belgium – French) <sup>2</sup>	(Latvia – LSS) <sup>3</sup>
(Colombia)	(Lithuania)
Cyprus	Portugal
(Denmark)	(Romania)
Iran, Islamic Republic	(South Africa)
(Kuwait)	

<sup>†</sup> The term "nation" is used to refer to nations, states, or jurisdictions. Performance for nations is based on public school data only. Nations not meeting international guidelines are shown in parentheses.

<sup>1</sup> See explanation on pp. 3–4.

<sup>2</sup> The Flemish and French educational systems in Belgium participated separately.

<sup>3</sup> Latvia is designated LSS because only Latvian-speaking schools were tested, which represent less than 65% of the population.